

# Journeys with Bright and Gifted Children: A Survival Guide

Bright Child/Gifted Learner by Janice Szabos

January 18, 2007 Updated 6/07

#### Utah Association for Gifted Children Annual Conference

## **Beginning Resources**

www.hoagiesgifted.org - Comprehensive resource site

www.nagc.org -

National Association for Gifted Children

www.uagc.org -

Utah Association for Gifted Children

**www.eric.ed.gov** – US Dept of Education, Education Resources Information Center

www.gifted.uconn.edu.nrcgt.html

University of Connecticut, National Research Center on Gifted/Talented

# **Beginning Books**

They Say My Kid's Gifted, Now What, F. Richard Olenchak, Prufrock Press, 1998. ISBN 1882664442

<u>The Survival Guide for Parents of Gifted</u> Kids: How to Understand, Live With, and

<u>Stick Up for Your Gifted Child</u>, Sally Yahnke Walker, Free Spirit Publishing, 2002, 1991. ISBN 0-915793-28-8

When Gifted Kids Don't Have All the Answers: How to Meet Their Social and

Emotional Needs, Jim Delisle & Judy Galbraith, Free Spirit Publishing, 2002. ISBN 1575421070

# **JOIN A LISTSERV**

**UAGCNews** 

http://uagc.org/mailman/listinfo/uagcnews \_uagc.org

UTAH\_GIFTED Parent List http://groups.yahoo.com/group/ UTAH\_GIFTED/

Our Gifted Online Conference http://groups.yahoo.com/subscribe/ OGTOC

Directory of Gifted Listservs http://www.hoagiesgifted.org/ on-line\_support.htm

Teri Lane currently serves as Co-President of the Granite Association for Gifted Children <a href="https://www.GAGCUtah.org">www.GAGCUtah.org</a>. She can be contacted at 4Lanetloo@comcast.net .

**Ruthann Gibbs** serves as Past President for the Murray Association for Gifted Children. Her email address is Ir\_g1bbs@comcast.net.

# **Bright Child**

- 1. Knows the answers
- 2. Is interested.
- Is attentive
- 4. Has good ideas
- 5. Works hard
- 6. Answers the questions
- 7. Top group
- 8. Listens with interest
- 9. Learns with ease
- 10. 6-8 repetitions for mastery
- 11. Understands ideas
- 12. Enjoys peers
- 13. Grasps the meaning
- 14. Completes assignments
- 15. Is receptive
- 16. Copies accurately
- 17. Enjoys school
- 18. Absorbs information
- 19. Technician
- 20. Good memorizer
- 21. Enjoys straight forward, sequential presentation
- 22. Is alert
- 23. Is pleased with own learning

#### **Gifted Learner**

- 1. Asks the guestions.
- 2. Is highly curious
- 3. Is mentally and physically involved
- 4. Has wild, silly ideas
- 5. Plays around, yet tests well
- 6. Discusses in detail, elaborates
- 7. Beyond the group
- 8. Shows strong feelings and opinions
- 9. Already knows
- 10. 1-2 repetitions for mastery
- 11. Constructs abstractions
- 12. Prefers adults
- 13. Draws inferences
- 14. Initiates projects
- 15. Is intense
- 16. Creates a new design
- 17. Enjoys learning
- 18. Manipulates information
- 19. Inventor
- 20. Good guesser
- 21. Thrives on complexity
- 22. Is keenly observant
- 23. Is highly self-critical

# Shari Hill's Top 10 ideas on Gifted

- 1. Ignore the Joneses.
- 2. They can, but should they?
- 3. Allow them to take risks and fail.
- 4. A gifted jerk is still a jerk.
- 5. What does an "A" mean?
- 6. Just say no—stick to the rules.
- 7. Listen more, preach less.
- 8. Get a life (parents take a break).
- 9. Help them set realistic goals.
- 10. Enjoy your kids.

## **School Resources**

#### www.usoe.org -

Utah State Office of Education
www.uen.org/community/schools.shtml
UEN List of Public, Private & Charter Schools

www.nationdeceived.org -

Templeton Report on Acceleration

www.aegus1.org - Association for the Education of Gifted Underachieving Students www.uniquelygifted.org – Uniquely Gifted: Resources for Gifted Children with Special Needs

Curriculum Compacting: The Complete Guide to Modifying, Sally Reis, Creative Learning Press, September 1992. ISBN: 0936386630

Losing Our Minds: Gifted Children Left Behind, Deborah L. Ruf, Ph.D., Great Potential Press, July 2005. ISBN: 0910707707

Misdiagnosis And Dual Diagnoses Of Gifted Children And Adults: ADHD, Bipolar, OCD, Asperger's, Depression, And Other Disorders, James T. Webb, et al., Great Potential Press, January 2005. ISBN 0910707677

<u>Teaching Young Gifted Children in the</u>
<u>Regular Classroom: Identifying, Nurturing, and Challenging,</u> Joan Franklin Smutney et al.,
Free Spirit Publishing, May 1997. ISBN:
1575420171

<u>Teaching Gifted Children in the Regular</u>
<u>Classroom: Strategies and Techniques Every</u>
<u>Teacher Can Use to Meet the Academic</u>
<u>Needs of the Gifted and Talented</u>, Susan
Winebrenner, Free Spirit Publishing, November
2000. ISBN: 1575420899

Teaching Kids With Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students.

Susan Winebrenner, Pamela Espeland, Free Spirit Publishing, May 1996. ISBN: 157542004X

Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled, Marlene Bireley, Council Exceptional Children; 2nd edition, September 1995. ISBN: 0865862648

Reforming Gifted Education How Parents and Teachers Can Match the Program to the Child, Karen B. Rogers, Great Potential Press, January 2002. ISBN: 0910707464

The Survival Guide for Teachers of Gifted
Kids: How to Plan, Manage, and Evaluate
Programs for Gifted Youth K-12, Jim Delisle &
Barbara Lewis, Free Spirit Publishing, 2003. ISBN
157542116X

# Communicating Effectively With Your Gifted Child's School

by Joan Franklin Smutny

http://www.nagc.org/uploadedFile s/PDF/sept2002smutny.pdf

# Help! What Do I Do Now?

Sometimes, the most difficult part of raising children lies in knowing where to go for information and assistance. Resources are available, but how do you find them? The following are a few suggestions to help you in your search.

- Start with your child's school. Teachers see a side of your child that you don't. Get
  their input; work as a team. Also, some schools provide access to a gifted education
  specialist. Check with them for books, resources, and information. Have you checked
  out district, school, and teacher websites? Many have links to information for both
  parents and students.
- 2. Join your affiliate Check with other parents. Your support and membership in your local Utah Gifted Association affiliate will help them expand their work. Let them know of your needs and interests so they can better serve you. Membership in your local affiliate also includes a full membership in the Utah Association for Gifted Children (UAGC). These organizations can help you network with other parents facing similar challenges or guide you to books, internet links, or other sources of information that may be helpful.
- Check out the Utah Association for Gifted Children website at www.uagc.org.
   This is an ever-evolving site with information about upcoming events and links to further resources. There you can sign up for a UAGCNews Listserv. Also check www.hoagiesgifted.org, which is the most comprehensive site listing gifted resources on the internet.
- 4. Have you looked at www.nagc.org, the National Association website? They have a parent specialist to whom you can submit questions as well as a myriad of links to specific articles regarding gifted education.
- 5. What about local libraries and bookstores? The Murray and Salt Lake County Libraries have a growing collection of books on differing aspects of giftedness. If there is a title you would like your library to acquire, request it. Companies such as Freespirit, Great Potential Press, Prufrock, Creative Learning Press, and DeLeon Publishing specialize in materials for gifted children. Some of these publications can be found at local bookstores. See a listing of publisher websites in the gray "Parent Resources" section of this handout.
- 6. Above all, in the words of Winston Churchill, "Never, never, never, never give up."

  Keep searching until you find an answer. It is out there, the challenge lies in the hunt.

# The Importance of Membership: An Affiliate Perspective

By Kay Erwin

The Murray Association for Gifted Children began because there were needs: First there was a need for parents of gifted children to network with other parents of gifted children. Although many believe that gifted children are easy to raise, parents know differently. They come packed with a variety of challenges. Second, a voice was needed at the school and district level to help others understand that gifted children may require something different in their classrooms. Third, joining together gave parents the opportunity to learn more about gifted children with speakers, newsletters, and other sources of information.

So our association was formed to meet these needs and we have accomplished much. But there is still work to be done in all of these areas. A strong organization is dependent on a strong membership. Parents still need to have an opportunity to share their experiences with others that may have had similar experiences or at the very least, can understand some of the challenges. Unfortunately, "they can make it on their own" is still heard throughout the halls of schools and Capitol Hill. Only advocacy and education can change that. Also, MAGC is an affiliate of the Utah Association for Gifted Children that sends our members a quarterly newsletter filled with information for teachers and parents and offers opportunities to hear state and national experts in the field of gifted education.

So our work goes on. But we need that strong membership. If you have not considered joining, please consider it now. \$15.00 a year or \$26.00 for two years is very little to pay for all of these benefits. Imagine the impact we can have when we say that we represent 200 or more parents in Murray.

#### Homeschool

www.hoagiesgifted.org/home\_school.htm Hoagies Gifted Resource Page for home school http://giftedhomeschoolers.org/ Gifted Homeschoolers Forum

<u>Creative Home Schooling: A Resource Guide</u> <u>for Smart Families</u>, Lisa Rivero, Great Potential Press, 2002. ISBN 0910707480

#### **SENG**

Guiding the Gifted Child, James T. Webb, et al., Great Potential Press, 1994. ISBN 0910707-00-6 (This will be used for parent discussion groups)

**www.SENGifted.org** - Supporting Emotional Needs of Gifted organization

# Bibliotherapy

According to Linda Silverman in her book, "Counseling the Gifted and Talented" (Love Publishing Co, June, 1993 ISBN 0891082271)

Bibliotherapy is the use of children's books to help understand and solve personal problems (Frasier & McCannon, 1981). It is particularly effective with the gifted, since these students usually have advanced reading skills and are often avid readers. They are capable of seeing the metaphoric implications of the material, not only for the characters in the plot, but also for themselves.

Web resource for reading lists: http://www.hoagiesgifted.org/reading\_lists.htm

Some of My Best Friends Are Books: Guiding Gifted Readers from Preschool to High School, Judith Wynn Halstead, Great Potential Press, May 2002. ISBN: 0910707510

<u>Matilda</u>, Roald Dahl, Puffin, Reissue Edition, June 1998. ISBN: 0141301066. Funny book about a young gifted girl who meets the world head-on.

<u>Someday, Angeline</u>, Louis Sachar, New York: Avon (1991). A highly-gifted 8-year-old tries to find her place in the educational system and the world.

A Wrinkle in Time, Madeleine L'Engle, Yearling Books, Reissue Edition, April 1973. ISBN: 0440498058. 1963 Newberry Medal Winner, science fiction, classic good vs. evil.

<u>Tuck Everlasting</u>, Natalie Babbitt, Farrar, Straus and Giroux (BYR); Reprint edition, November 1, 1985. ISBN 0374480095. What would you do if you found a fountain that allowed you to live forever? Interesting discussion.

Bridge to Terabithia, Katherine Paterson, Harper Trophy, Reissue edition, June 1987. ISBN 0064401847. 1978 Newberry Medal Winner, touching story of friendship and tragedy.

<u>Stargirl</u>, Jerry Spinelli, Knopf Books for Young Readers, August 2000. ISBN: 0679886370. "New girl" at the high school is not afraid to be herself.

"Searching for Bobby Fischer" – video about a young chess player whose father is set on him becoming a champion.

"Little Man Tate" - video about a child genius trying to find his place in the world.

# SENG: Supporting the Emotional Needs of the Gifted

In 1981, SENG was formed to bring attention to the unique emotional needs of gifted children. It provided adults with guidance, information, resources, and a forum to communicate about raising and educating these children.

Today, SENG has expanded its goals to focus on not only gifted children, but also on gifted adults. Many schools, communities, and organizations focus on the intellectual needs of gifted individuals. SENG brings attention to the unique social and emotional needs of gifted individuals, which are often misunderstood or ignored. By underwriting and providing education, research, theory building, and staff development, SENG promotes environments where gifted individuals can develop positive self-esteem, thrive, and utilize their talents.

SENG is now an independent, non-profit 501[c] [3] entity with a diverse Board of Directors. Thanks to the generosity of a few of its long time supporters, SENG has developed the ability to offer a wide variety of services. With the goal of further expanding its activities and reaching more people, SENG also accepts contributions of all sizes from individuals and organizations. Please join us in our work to increase understanding, knowledge, and services for gifted children and adults.

### **Mission**

SENG seeks to inform gifted individuals, their families, and the professionals who work with them about the unique social and emotional needs of gifted persons. We support programs that foster in gifted individuals the mental health and social competence necessary for them to be free to choose ways to develop and express their abilities and talents fully.

With support, gifted individuals can develop abilities that enhance their own lives and the lives of others. Without understanding and support, they may be inhibited in the development of their gifts and talents, which can result in significant negative personal and societal consequences. The mission of SENG is to empower caring families and communities to influence more positively and effectively the development of giftedness in those individuals entrusted to their care.

# **SENG-Model Parent Support Groups**

In 1981, SENG established guidelines for SENG-Model Parent Support Groups. In communities around the country, parents of gifted children are invited to participate in a ten-week series to discuss the social and emotional needs of their children, and the parenting issues related to those needs. The emphasis is on positive aspects of parenting, avoiding power struggles, and helping gifted children learn appropriate life skills while enhancing the parent/child relationship and parent self-esteem. Weekly topics include *Identification/Characteristics, Parent Relationships, Sibling Relationships, Communication of Feelings, Stress Management, Depression, Motivation, Tradition Breaking, Peer Relationships, and Discipline.* 

In September 2005, UAGC sponsored training for Parent Group facilitators. Groups form though out the year. If you are interested in participating in a SENG-Model Parent Group, please contact the Utah Association for Gifted Children:

Paul Shepherd, UAGC Past-President Teri Lane, SENG Facilitator

paul.shepherd@granite.k12.ut.us UtahSENG@comcast.net

## **Scheduled SENG Groups**

**Granite Education Center**, 2500 S State, Salt Lake City 6 Thursdays Feb 8, 15, 22, Mar 1, 8, 15, 2007 at 9:30-11 am, \$20/family Call or email Ruthann at 261-5447, Ir\_g1bbs@comcast.net for specific details.

Jack Kent Cooke Foundation Young Scholars Program for students with financial need: Applications due 1st Monday in May before student enters 8th grade. Scholars receive individualized support and guidance. Check out **www.jackkentcookefoundation.org** for details.

# **Parenting Resources**

#### www.sengifted.org

Supporting Emotional Needs of Gifted

#### www.freespirit.com

Free Spirit Press

#### www.qiftedbooks.com

**Great Potential Press** 

#### www.prufrock.com

Prufrock Press

#### www.creativelearningpress.com

Creative Learning Press

<u>Guiding the Gifted Child</u>, James T. Webb, et al., Great Potential Press, 1994.

ISBN 0910707-00-6 (This will be used for parent discussion groups)

# The Gifted Kids' Survival Guide for Ages 10 & Under, Judy Galbraith, Free Spirit

10 & Under, Judy Galbraith, Free Spirit Publishing, November 1998. ISBN 1575420538

# The Gifted Kids' Survival Guide: A Teen Handbook, Judy Galbraith, Jim Delisle, Pamela Espeland, Free Spirit Publishing; Rev, Expanded & Updated edition, October, 1996. ISBN 1575420031

### Perfectionism: What's Bad About Being

<u>Too Good?</u>, Marriam Adderholdt, Free Spirit Publishing; Revised & Updated edition, July, 1999. ISBN 1575420627

<u>Learning Outside the Lines</u>, Jonathan Mooney, David Cole, Fireside, September 5, 2000 ISBN 068486598X.

Parent Talk: How to Talk to Your
Children in Language that Builds SelfEsteem and Encourages Responsibility,
Chuck Moorman, Fireside, February 2003. ISBN
0743236246

# <u>Siblings Without Rivalry: How to Help</u> Your Children Live Together So You Can

<u>Live Too</u>, Adele Faber, Elaine Mazlish, Collins; Expanded edition. February 1998. ISBN 0380799006

Raising Self-Reliant Children in a Self-Indulgent World, H. Stephen Glenn, Jane Nelsen, Three Rivers Press; 2nd edition, June, 2000. ISBN 0761511288.

#### **Summer Resources**

What are you child's passions?

Let them pursue something they love. Some school districts offer summer gifted or community education programs. Universities and community colleges offer Youth Academies or Summer Scholars. Find a mentor to guide them. Seek out opportunities at universities, libraries, museums, historic places, businesses, and nature centers. Let them travel, volunteer, and take time to play.

# Dabrowski's Overexcitabilities

Theory of Positive Disintegration, Kazimierz Dabrowski (1902-1980)

The following are excerpts taken from "Overexcitability and the Gifted" by Sharon Lind, SENG Newsletter. 2001, 1(1) 3-6. For complete text, see <a href="https://www.sengifted.org/articles\_social/Lind\_OverexcitabilityAndTheGifted.shtml">www.sengifted.org/articles\_social/Lind\_OverexcitabilityAndTheGifted.shtml</a>

**Overexcitabilities**: inborn intensities indicating a heightened ability to respond to stimuli. Found to a greater degree in creative and gifted individuals, overexcitabilities are expressed in increased sensitivity, awareness, and intensity, and represent a real difference in the fabric of life and quality of experience.

**Psychomotor Overexcitability:** heightened excitability of neuromuscular system...derive great joy from their boundless physical and verbal enthusiasm and activity.

**Sensual Overexcitability:** Increased and early appreciation of aesthetic pleasures such as music, language, and art, and derive endless delight from tastes, smells, textures, sounds, and sights...may also feel over stimulated or uncomfortable with sensory input.

**Intellectual Overexcitability:** marked need to seek understanding and truth, to gain knowledge, and to analyze and synthesize...incredibly active minds. Intensely curious, often avid readers, usually keen observers...able to concentrate, engage in prolonged intellectual effort, and are tenacious in problem solving whenever they choose.

**Imaginational Overexcitability**: heightened play of the imagination with rich association of images and impressions, frequent use of image and metaphor, facility for invention and fantasy, detailed visualization, and elaborate dreams...mix truth with fiction, or create their own private worlds with imaginary companions and dramatizations to escape boredom.

**Emotional Overexcitability:** heightened, intense feelings, extremes of complex emotions, identification with others' feelings, and strong affective expression. Other manifestations include physical responses like stomachaches and blushing or concern with death and depression...remarkable capacity for deep relationships; they show strong emotional attachments to people, places, and things.

#### **General Strategies:**

Discuss the Concept of Overexcitability

Focus on the Positives

Cherish and Celebrate Diversity

Use and Teach Clear Verbal and Nonverbal Communication Skills

Teach Stress Management from Toddlerhood On

Create a Comforting Environment Whenever Possible

Help to Raise Awareness of One's Behaviors and Their Impact on Others

Remember the Joy

# **Rocky Mountain Talent Search**

Provides opportunity for academically talented  $3^{rd} - 9^{th}$  graders to take the SATI, ACT, or Explore tests. These above-level assessment tools provide a "higher ceiling" and valuable assessment information for young, academically talented students as well as early experience taking college entrance exams. Scores may also be used to qualify for summer programs and concurrent enrollment classes.

For more information, call the Rocky Mountain Talent Search office at **303-871-2983** or check out their website: http://www.rockymountaintalentsearch.org

To gain the greatest benefit from the program, students need to apply by early November.